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Fall 2008

U.S. Foreign Policy

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JOHN C. WHITEHEAD
SCHOOL OF DIPLOMACY AND
INTERNATIONAL RELATIONS
SETON HALL UNIVERSITY

U.S. Foreign Policy
DIPL 6182

Fall 2008
M 6:15 – 8:25

Instructor: Edislav Manetovic
Office hours: M 5:00-6:00, W 2:00-3:00, TH 3:00-3:45
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Course Description and Content

This course introduces students to the actors, policy-making processes, historical themes that influence U.S. foreign policy, and some contemporary issues. The course first reviews American institutions and processes as they pertain to foreign policy. We then turn to some of the most influential theoretical explanations of U.S. foreign policy. During the second half of the semester we will read two important contemporary studies of US foreign policy. Walter Russell Mead analyses two centuries of American involvement in world affairs and offers an innovative framework that should help you understand America's past and present foreign policy. Zbigniew Brzezinski, a scholar and a former NSA, focuses on foreign policies of last three presidents.

The course will concentrate on common reading and weekly discussions. An outline of topics and required readings are included in this syllabus. Students should be prepared to do a significant amount of reading each week and to discuss it constructively. Graduate courses work well only when everyone, including those who have little background in U.S. foreign policy, comes prepared for a critical and informed conversation.

Students should also keep informed about relevant current events, which may periodically be discussed in class, through regular reading of newspapers. You should read at least one newspaper that provides thorough coverage of international news (for example, *The New York Times*, *Washington Post*, *The Wall Street Journal*). You should also watch news on TV. BBC, CNN International, CCTV9 (a Chinese program) and Russia Today provide good insight into current events.

Course Objectives

The goal of this course is to enable you to examine current foreign policy challenges in light of historical themes, policy-making processes, and general foreign policy theories that bear upon them. (You should have covered foreign policy theories in Comparative Foreign Policy class.)

Assignments and Grading Rules

1) Leading class discussions. Each student will start off a class discussion by presenting a 10 minute analysis of an assigned article or book chapter. (We will assign texts during the first class.) Present the main thesis, outline the argument, identify the evidence, and provide the conclusion. Is the argument logically coherent? Does the author provide empirical evidence in support of the main thesis? Offer your own well-reasoned ideas on the topic.

2) Article review. Submit a review of three (3) scholarly articles dealing with a single U.S. foreign policy issue. The articles must be published since 1999 and must be from an academic journal. Compare and contrast the articles. Your paper should be both descriptive and analytical. The review should be between 3 and 5 pages long. Due date: October 6

The article review should:

- Provide an overview of the issue under consideration
- Divide works under review into categories (e.g. those in support of a particular position, those against, and those offering alternative theses)
- Explain how each work is similar to and how it varies from the others
- Conclude by suggesting which work makes the greatest contribution to the understanding of U.S. foreign policy.

In assessing each piece, consider the following:

- Are the author's arguments supported by evidence?
- Is the author's perspective even-handed or prejudicial? Is contrary data considered or is certain relevant information ignored?
- Are the author's arguments and conclusions convincing? Does the work contribute in any significant way to an understanding of the subject?

3) Presentation of the research project: During the second half of the seminar students will prepare oral presentations of their research projects. Present your thesis statement, section outline, main findings and conclusion. Written summaries (2 pages maximum) of the main points of the presentation should be posted on the Blackboard four days before the presentation. All participants are encouraged to read the summaries, and to question and comment on the presentations. Presentations should be 10 minutes long.

4) Research Paper: The paper should be analytical, not descriptive. Think about a question or a hypothesis around which you will organize your research. While writing the

paper keep that question/hypothesis always on your mind and keep asking yourself whether you are answering it.

Do not forget to offer the reader your analytical position; you should do that in the introductory part of your paper. Also, the introduction should end with a “roadmap” of your paper where, in a paragraph or two, you provide the very basic structure of your piece.

Your paper should also have a literature review section in which you should summarize key works relevant to your topic.

The paper should be about fifteen pages long. Use a wide variety of primary and secondary sources. Include proper citation of sources and a complete bibliography. You may use any standard citation format but you must use it consistently.

4a) Topic proposal. A one-page topic proposal is due on September 22.

4b) Paper proposal and annotated bibliography. On October 27 you should submit the paper proposal (3 pages long). It must include a clear question or a hypothesis you will explore, findings to date, and a description of issues/problems you still need to research. In addition, also submit an annotated bibliography with at least ten different sources.

The final paper is due on December 8.

All written assignments must be submitted in hard copy.

Basis for Grade

Class Participation	20%
Article Presentation	10%
Article Review	10%
Paper Proposal	10%
Paper Presentation	20%
Research Paper	30%

Academic and Professional Integrity

All forms of dishonesty, whether by act or omission, including, but not limited to, cheating, plagiarism and knowingly furnishing false information, are prohibited. Work submitted in the course must be the product of the efforts of the student presenting the work. Contributions of others to the finished work must be appropriately acknowledged.

Disability Services

If you have a documented disability you may be eligible for accommodations, in academic classes, the residence halls, food services areas, etc., under the Americans with

Disabilities Act and Section 504 of the Rehabilitation Act. Students are not permitted to negotiate accommodations directly with professors. To receive accommodations or assistance, please self-identify at the Office of Disability Support Services (DSS), Duffy Hall, Room 67. The staff at DSS will help you to develop a plan for accommodations. For more information contact DSS at (973) 313-6003.

Course Materials

The following two books can be purchased at SHU's bookstore:

Walter Russell Mead, *Special Providence: American Foreign Policy and How It Changed the World* (New York: Routledge, 2002)

Zbigniew Brzezinski, *Second Chance: Three Presidents and the Crisis of American Superpower* (Basic Books, 2007)

Articles from John Ikenberry's book (*American Foreign Policy: Theoretical Essays*, 5/e, New York, Longman, 2005) have been scanned and linked to the Course Reserve module on the Library Catalog. In order to access them go to the Library homepage (<http://library.shu.edu/e-reserve-access.htm>) for directions.

All other articles will be provided by me either in e-format or in hard copy.

Topics and Readings

September 8 *Introduction*

Assigning texts for discussion

September 15 *The Governmental Framework*

Donald Snow and Eugene Brown, *Beyond the Water's Edge* (read pp. 5-15, 93-129, 131-158, 161-193, 195-224--Blackboard/Course Documents)

David Rothkopf, "Inside the Committee that Runs the World," *Foreign Policy*, March/April 2005. (Blackboard/Course Documents)

September 22 *Outside Influences on the Process*

Donald Snow and Eugene Brown, *Beyond the Water's Edge* (read pp. 225-235, 239-248, 251-263, 265-271 -- Blackboard/Course Documents)

John Mearsheimer and Stephen Walt, "The Israeli Lobby," *London Review of Books*, 23 March 2006. (Blackboard/Course Documents or http://www.lrb.co.uk/v28/n06/mear01_.html)

Dore Gold, "Understanding the U.S.-Israel Alliance: An Israeli Response to the Walt-Mearsheimer Claim," Jerusalem Viewpoints series, Institute for Contemporary Affairs, September 2007. (Blackboard/Course Documents)

Topic proposal due

September 29 *Capitalism, Class, and Foreign Policy*

Frieden, "Sectoral Conflict and U.S. Foreign Economic Policy, 1914-1940," in Ikenberry

Bacevich, "Strategy of Openness," in Ikenberry

Wade, "The Invisible Hand of the American Empire," in Ikenberry

October 6 *National Values, Liberal Ideas, and Democratic Institutions*

Huntington, "American Ideals versus American Institutions," in Ikenberry
Mastanduno, "The U.S. Political System and International Leadership: A
'Decidedly Inferior' Form of Government," in Ikenberry
Ikenberry, "America's Liberal Grand Strategy: Democracy and National
Security in the Post-," in Ikenberry

Article review due

October 13 *International Crises and US foreign policy*

Leffler, "The American Conception of National Security and the
Beginning of the Cold War, 1945-1948," in Ikenberry
Khong, "Seduction by Analogy in Vietnam: The Malaya and Korea
Analogies," in Ikenberry
Roskin, "From Pearl Harbor to Vietnam: Shifting Generational
Paradigms and Foreign Policy," in Ikenberry

October 20 *The Hamiltonian and the Wilsonian Traditions*

Mead, chapters 4 and 5

October 27 *The Jeffersonian and the Jacksonian Traditions*

Mead, chapters 6, 7 and 8

Paper proposal due

November 3 Brzezinski, chapters 1, 2 and 3

November 10 Brzezinski, chapters 4, 5 and 6

Paper presentations – Group I (3 students)

November 17 *Debates After 11/9 and 9/11 – One*

Huntington, "The Lonely Superpower," in Ikenberry
Krauthammer, "The Unipolar Moment Revisited," in Ikenberry
Ikenberry, "America's Imperial Ambition," in Ikenberry

Paper presentations – Group II (3 students)

November 24 *Debates After 11/9 and 9/11 – Two*

Jervis, "Understanding the Bush Doctrine," in Ikenberry
Ikenberry, "Rethinking the Origins of American Hegemony," in
Ikenberry
Mead, chapter 9

Paper presentations – Group III (3 students)

December 1 **Paper presentations – Group IV (6 students)**

December 8 Last class

Paper presentations – Group V (4 students)

Final paper due